DOCUMENT RESUME

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ABSTRACT

A general outline for a model guidance and counseling program for adults enrolled in a basic education program is provided. Items covered are: general outline of the special experimental study, personnel structure, duties of the study team, agencies, institutions, departments and individuals to be used for resource assistance; teachers' step-by-step operational procedures for conducting guidance and counseling services, and sample student forms for education-occupation and personal improvements. A list of reference materials is provided. (KM)

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ED 074309

A SPECIAL EXPERIMENTAL STUDY

IN GUIDANCE & COUNSELING

for

Adults enrolled in the

Adult Basic Education Program in

Certain Louisiana Parishes

1968 - 1969

State Department of Education

Baton Rouge, Louisiana

AC 014 194

PLAN

This is a plan to conduct a Special Experimental Study for the evaluation of the phase of Guidance and Counseling of adults enrolled in the Adult Basic Education program (grades 1-8) in several parishes during the 1968-69 fiscal school year.

The experiences and workable ways and means shall be used to develop a specific program in guidance and counseling for the undereducated adults in Louisiana.

INTRODUCTION

Life's increasing problems, with their complexities, challenges all adults--especially the undereducated. The social, economic and personal family responsibilities during this modern age require more and more academic, vocational and technical education and training to maintain a bare minimum standard of living.

Very few, if any, of these undereducated adults with less than an elementary education have had the privilege of receiving the services of guidance and counseling.

It is generally accepted that adults in this academic educational category need guidance and counseling services and that these services should become an integral phase of the adult academic education program.

Very few educators have been trained professionally to carry on guidance and counseling with adults who have less than an elementary education.

According to the 1960 Census Bureau report, there are 687,564 adults 25 years and older in Louisiana with less than an elementary education.

During last year's school session, 1967-68, there were _____ adults 18 years and older who enrolled in the

Adult Basic Education classes in _____ Parish,

and _____ in _____ Parish. The average age

of these adults was _____ and _____ years respectively.

In _____ Parish the census shows _____

adults 25 years and older with less than an 8th grade education,

and _____ in _____ Parish.

OVERALL PURPOSES

- To cause adults enrolled in the Adult Basic Education program of this academic category to Learn and/or Earn a Better Living.

- To train teachers who are engaged in the Adult Academic Education program, during the interim period from now until institutions of higher learning have trained an adequate number of educators in this area of guidance and counseling.

- To prepare a manual of a model guidance and counseling program for educators to use as a guide in establishing and conducting this phase of adult academic education for a small program and one for a large program.

GENERAL OUTLINE
of the
SPECIAL EXPERIMENTAL STUDY
with
STUDENTS IN THE ABE PROGRAM

A. Meetings of Study Team

--Periodically--

B. Teacher-Counselor Orientation

--Workshops--

C. Student (participants) Orientation

--After ABE classes are under way--

D. Student Appraisals

1. Academic Achievement Test
2. Questionnaire
3. General Interest Survey
   a. Kuder Form E
4. Aptitude Test
   a. Only for those interested in employment
   b. GATB Test. To be administered by the local Employment Security Counselor(s).

E. Teachers to carry on Guidance and Counseling practices.

See Teacher's Operational Procedures, Step-by-Step.

F. Job Placements and/or Improvements

G. Follow up all Student Activities and/or Progress

H. Evaluation

I. First Year's Report

J. Prepare a Manual

PERSONNEL STRUCTURE

for

The Study in Louisiana

- The State Director of Adult Education, State Department of Education.
- A coordinator from the Adult Education Section, State Department of Education.
- A study Team comprised of the following:
  (a) A guidance counselor from _____
  (b) A psychologist from this college.
  (c) A guidance counselor from _____
  (d) A psychologist from this university.
  (e) A representative from Louisiana State University General Extension Service.
  (f) The State coordinator of the study shall act as secretary to the Team.
- An area supervisor and counselor for _____ Parish.
- An area supervisor for _____ Parish.
- A parish adult education supervisor in the two respective parishes.
- Twenty teachers of adults who will be referred to as "Teacher-Counselors."

Duties of the Study Team

- Systematically evaluate and stress the following areas of activities:
  - (a) The General Labor Market status of the area in which the parish is located.
  - (b) The Guidance and Counseling Design as prepared for the two parishes.
  - (c) Whether or not the individual students are being properly prepared to accomplish their respective goals.
- Observe adult classes and interview teachers and/or students individually.
- Make recommendations for periodic meetings of all concerned (not students), for checking on progress and possible needed changes and/or improvements in procedures, techniques, teaching aids and materials.
- Evaluate the program at the end of the school year and make recommendations for the manual.

AGENCIES, INSTITUTIONS, DEPARTMENTS AND INDIVIDUALS TO BE USED FOR RESOURCE ASSISTANCE ARE:

- Employment Security
  --State and Parish--
- Louisiana Health Department
  Division of Health Education
- Parish Health Units

. Agricultural Extension Service

--State and Parish--

. Public School Principals

. Local Schools' Home Economics Department

. Local Schools' Distributive Education and State Departments

. The Local School and Parish Public Librarian

. The State Public Library

. Guidance counselors of the State Department of Education

. Vocational Rehabilitation of the State Dept. of Education

. Guidance counselor of the local public schools

. The Family Counseling Service office nearest to this parish

. Manpower Development Training Administration

. Public Vocational and Technical Schooles nearest this school

. Private Vocational Schools nearest this parish

. Hospital School of Nursing nearest this parish

. Colleges and Universities

. State Custodian of Voting Machines

. Others

The teacher may discover others

TEACHER'S OPERATIONAL PROCEDURES, STEP-BY-STEP, TO CONDUCT GUIDANCE AND COUNSELING SERVICES

The guidance and counseling services needed by adults differ from that needed by children and youth. Some of the major reasons for the difference are:

- Background
- Experience
- Maturity
- Objectives
- Responsibilities
- The guidance received by adults will be used within a short period of time.
- The children and youth are more or less required to receive the services.
- The adult voluntarily receives the services.
- The services can be more meaningful to the adult.

Note: The teacher-counselor must realize that the adult students are to be treated with dignity and as important individuals; not as strange numbers.

After the ABE class has been organized and the initial achievement test results have been determined (the length of time required for this varies), then the guidance and counseling services should proceed as follows:

Step I. Student Orientation

The teacher might say:

For the first time in this parish the services of guidance and counseling will be offered to the adult students of an ABE class.

What is the purpose of guidance and counseling? This guidance is a service which promotes the overall improvements of the individual adult to help him to make his plans, changes and adjustments in solving his educational, occupational, and personal problems. It will also assist him in understanding himself in the lifelong undertaking of self-direction, in keeping with his interests, needs and abilities.

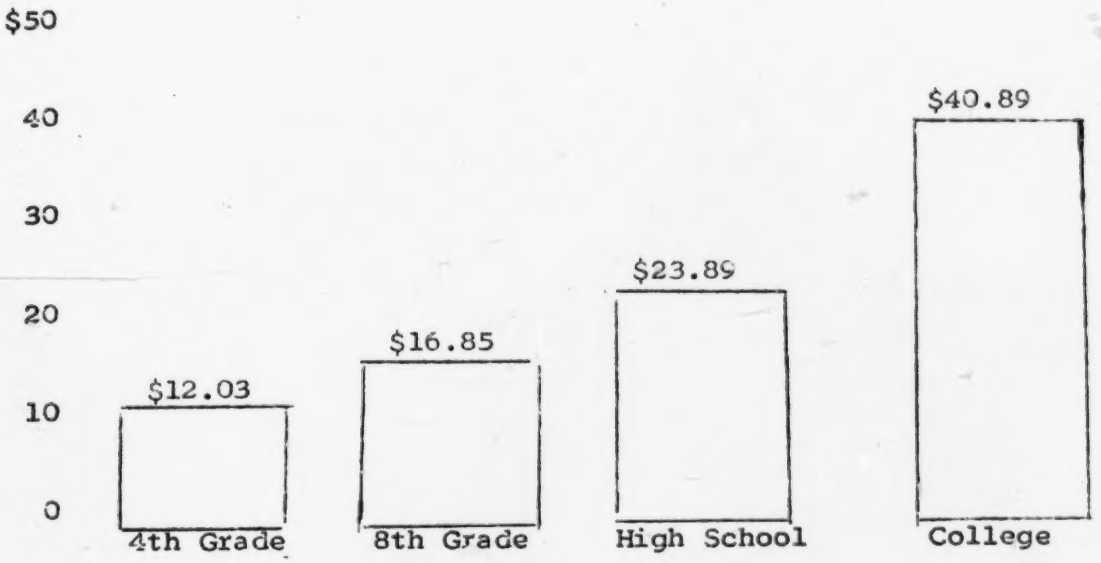
This will be offered to each of you individually and will be kept strictly confidential.

I will work with each one of you in the three major areas of education, occupation, and personal improvement.

For example, under the area of education, one might be interested in developing a definite plan for the education he wishes to achieve, which may help to improve his employment and/or personal living situation. His objective might be to go to a trade school or to college.

To help him in planning his educational program for employment improvement, it may be well to know the value of education in dollars and cents. Here it is.

According to the U. S. Department of Labor, Bureau of Statistics, in 1962, the Average Daily Earning Ability of an individual adult by Educational Levels was as follows:



You see, a person with an 8th grade education can earn $4.82 more per day than a person with a 4th grade education ($16.83 - $12.03 = $4.82). This means that for each grade elevated in the elementary level, a person can earn $1.20 more per day ($4.82 ÷ 4 grades = $1.20).

Last year the adults of the Adult Basic Education classes in Louisiana achieved an average of 1.35 grades each in 100 hours of instruction. In 200 hours, a person can achieve nearly 3 grades. With this information, I can help each of you individually to plan your educational objectives from where you are to whatever grade you want to achieve.

Maybe you do not plan to go to college or take up vocational or trade training, nor do you plan to become employed, but you may

want to learn enough arithmetic to be able to help your children with their homework. You may want to improve your business letter writing. You may want to improve your reading ability in order to understand more clearly the instructions or directions given on containers of food, gadgets, detergents, or medicines, etc. You may want to increase the number of English words in your vocabulary and how to use them. For whatever education you desire, I want to give the guidance you need and want.

Education is not only valuable in dollars and cents but also for a personal satisfaction of better understanding and for enjoying a better living.

In your case, you may want more education to improve your employment. We could find out from your boss what specific subject you need most in order to be a more valuable worker for him and, of course, for yourself.

I can teach you the specific subject you will need.

It may be that we want to belong and feel accepted and need to feel worthwhile and better understand our importance as a citizen. There is a place for every individual in this world and I want to help you to find that place.

All of these activities come under the application of counseling, guidance and teaching.

Step II. Note to Teacher. Assuming that an achievement test was administered, then complete the questionnaire (copy attached). You must help the student to complete the questionnaire, using most

diplomatic tactics, in order to obtain a true appraisal of the individual. You shall be most discrete during the interviews with the individuals.

The interviews to complete the questionnaire might be scheduled with the students individually, at a time prior to the time the class period is to begin and/or perhaps after the class period time. Too it could be completed during the class period when the teacher is not requested for help by the student with his regular academic studies.

No doubt it will require more than one interview to complete the questionnaire with each student.

Step III. A General Interest Survey Is Administered.

Use the Kuder Interest Inventory Form E. This is for grades 7-12 and is prepared for low reading levels.

Teachers are to administer this survey at the most opportune time as determined by the teachers.

Step IV. Administer an Aptitude Test.

Use the General Aptitude Test Battery (GATB). The administration of this test is restricted to the Louisiana Employment Security personnel. The teacher therefore should obtain the services of the local Employment Security counselor(s) to administer and diagnose the results of this test. This cooperation has been approved from the State Employment Security office.

Step V. Summarize and Diagnose the Appraisals in Steps II, III and IV.

Note: From the analyses of the student's appraisals the teacher is to begin to help each student to develop a written program for the student's interest and needs whether it pertains to educational-occupational, personal or any combination thereof. Each student's program shall show the objectives and approximate dates each is to be attained. The general ways and means to attain these objectives shall be described. See attached samples A, B, C and D of Student's program.

Step VI. The Teacher-Counselor is then to begin the application of guidance and counseling practices with the students individually and/or by group(s), depending on the character of the item(s) to be achieved. (This is the meat of the coconut).

Follow-up the activities of each student by requiring them to make periodic progress reports.

Step VII. The original questionnaire used for Step II shall be used to record the achievements and for evaluations.

Step VIII. Teacher is to prepare and submit all required records and reports, including an Annual Evaluation Report, on Form DE 503A.

Special Note:

Note: The teacher is to provide a folder for each student in order to file any and all information pertaining to the respective students. These documents shall include such items as:

(a) Number students' enrollment applications.

(b) The results of his initial achievement tests.

(c) Copy of the student's questionnaire.

(d) Copy of the analysis of the Kuder General Interest Survey.

(e) Copy of the analysis of the GATB tests results.

(f) Copy of student's written educational, occupational and/or Personal Improvement program.

(g) Copy of the Individual Five-Year Permanent Record (Form DE 505).

(h) Any other pertinent information about or for the student.

STUDENT'S PROGRAM - SAMPLE A

for

EDUCATION-OCCUPATION

I am in the sixth grade.

My goal is to achieve an elementary certificate, or the grade level necessary for me to enroll in a nurse's aid course. I want to enroll in such a course at _____.
(Hospital)

It has been determined with my teacher-counselor that my interests and abilities are in that undertaking. It was also determined that I could possibly achieve an eighth grade education within 200 hours of instruction. From there, I feel that I can achieve the grade (required to enroll in course) by _____

_____.

To teacher: (The dates for enrolling and completing this nurse's aid course might be shown here).

I will keep records and check my progress from time to time to make sure that I do accomplish my purpose in due time.

With the help of my teacher-counselor I will work hard continually until I reach these goals.

STUDENT'S PROGRAM - SAMPLE B

in

PERSONAL IMPROVEMENTS

I plan to accomplish the following:

Health

1. Get my chest X-rayed.
2. Have my teeth examined.
3. Obtain a certificate for completing a course in Medical Self-Help.

Home

1. Beautify the premises by orderly arranging the items that must remain on the premises.
2. Discard and dispose of all trash and debris that give an unsightly appearance.
3. Keep the weeds and grass clipped in keeping with the surroundings.
4. Make any needed repair on buildings or sheds.

Family

1. Subscribe to the Weekly Market Bulletin.
2. Subscribe to the Louisiana Conservationist magazine.
3. Obtain and use a free library card.
4. Prevent my son or daughter from dropping out of school.

Education

1. Achieve an 8th grade school certificate.
2. Learn to spell, pronounce and use 200 additional words during this school session.
3. Cause my husband to enroll in the adult class.

STUDENT'S PROGRAM - SAMPLE C

in

EDUCATION-OCCUPATION

I am in the eighth grade.

Education

1. To attain a high school diploma by June, 1970.
2. Enroll in a vocational school to learn welding, by May, 1971.
3. Complete the course necessary to be a welder with the California Oil Company.

Occupation

1. Obtain a job with the California Oil Company. The company requires a high school diploma to apply and obtain a job with it.

1. Become a welder.

3. The salaries for welders in that company range from _____ to _____ per hour month.

Personal

With the job income, numerous items for a better living will be acquired.

STUDENT'S PROGRAM - SAMPLE D

in

EDUCATION AND OCCUPATION

I am in the seventh grade. I plan:

Education

1. To attain a high school diploma by June, 1970.
2. To enroll in college in September, 1970 and get a BA degree by June, 1974.

Occupation

1. To become a school teacher.
2. My aptitude test indicates I will be a good teacher.

REFERENCE MATERIALS

1. Statistics Showing the Need for Adult Basic Education in Louisiana; 1960 Census.

2. Results by Parishes of the 1966-67 Annual Evaluation Reports in Adult Education Under Act 252.

3. Results by Parishes of the 1966-67 Annual Evaluation Reports in Adult Basic Education Program.

4. Listing of Possible Classes in Relation to Home-Making which can be Taught to Adults.

5. Adult Education - Potential Adult Programs Related to Marketing and Distribution. Distributive Education Section, State Department of Education.

6. State Department of Education, Trade and Industrial Education Personnel Directory, 1966-67.

7. An Evaluation of the Program in Three Parishes in Louisiana, Bulletin No. 1002, State Department of Education, 1962.

8. Labor Market Survey by Areas and/or Parishes. Cooperative Area Manpower Planning System (CAMPS).

9. Trade and Industrial Education Personnel Directors, 1967-68.

10. Family Counseling Service Brochure.

11. Adult Education Guidance and Counseling; Acadia Parish Pilot Study, 1966-67.

12. Library Card Application Forms.

13. List of Low Level Reading Books.

14. Popular Publications Farm & Home, 1967. Louisiana Cooperative Extension Service, a Brochure.

15. Farmer's Weekly Market Bulletin.

16. Louisiana Conservationist magazine.

17. Louisiana This Month.

18. Form E, Kuder General Interest Survey.

19. Health Films.

20. College Curricula catalogues.

21. Hospital Educational Curricula List.

22. Career Guides for Louisiana Students. Guidance Section, State Department of Education.

23. Catalog of Federal Assistance Programs.

24. Desk Top Career Kit.

25. Medical Self-Help Kit.

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